



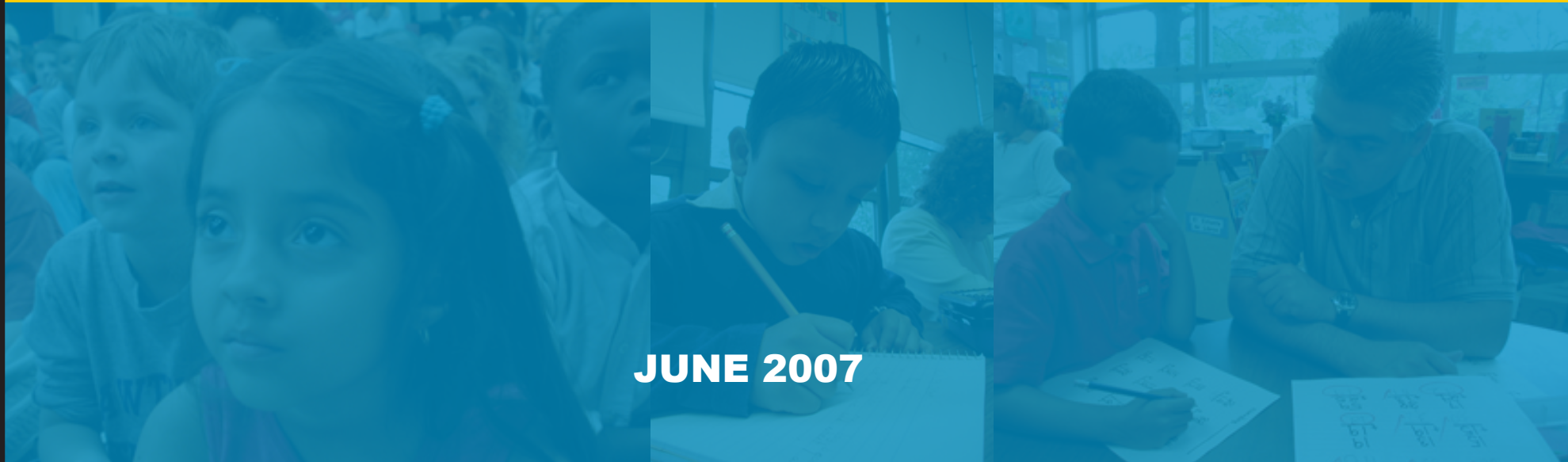
Kentucky's Guide to Reflective Classroom Practices

A Self-Assessment Tool for Teachers



Kentucky
UNBRIDLED SPIRIT™

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Purpose/Background - *Kentucky’s Guide to Reflective Classroom Practice* was produced by the Kentucky Department of Education (KDE) in an effort to assist teachers in reflecting on and guiding the growth of their own classroom practice. This guide is framed around Kentucky’s Standards and Indicators for School Improvement (SISI) and with Kentucky’s Experienced Teacher Standards and the Experienced Teacher Standards. The Classroom Practice Guide was developed by a representative group of experienced Kentucky educators, and was reviewed by classroom teachers, district staff, and university personnel from across the state.

Guidelines for Use - The *Classroom Practice Guide* is intended for use by classroom teachers. It is critical that guidelines for use be clearly understood by all those working in schools and districts in order for this guide to be effective in shaping changes in practice.

The guide **should be** used by teachers to

- ☐ **Understand** the qualities of learning-centered/student centered classroom practice
- ☐ **Examine** their own practice relative to the Experienced Teacher Standards
- ☐ **Identify** areas where they need support and opportunities for new learning
- ☐ **Plan** for their own professional learning
- ☐ **Track** their progress as they work to become learning-centered practitioners

The guide **shall not** be used to

- ☐ **Evaluate** teacher practice
- ☐ **Compare** one teacher’s practice to another’s
- ☐ **Draw conclusions** about the overall performance of a school
- ☐ **Compare** one school to another

Descriptions of Classroom Practice - The Classroom Practice Guide includes descriptions of classroom practice that provide a picture of teacher directed to learning-centered or student-centered practices.

Learning-Centered/Student-Centered - In the learning-centered/student-centered the teacher uses his/her rich knowledge of the content to establish significant and challenging instructional goals. He/she seeks out new understandings, approaches, and resources, and works to integrate them into daily practice. Planning and implementation are focused around a deep understanding and application of student-centered practice, with ownership of the learning process resting in the hands of learners. The teacher is a skilled facilitator, a critical resource for student learning, a gatherer of evidence, and an effective responder to needs.

Transitional – This teacher has depth and breadth of content knowledge and is skilled in all areas of classroom practice. Planning and implementation are focused around an understanding of current research and strategy. The focus of the classroom is on student learning and is student-centered in approach. The accomplished practitioner continues to maintain control over the structure, function, and content of the daily interaction. The teacher understands and acts upon the needs of individual learners, but retains responsibility for making decisions about what, when, and how students learn in the classroom.

The teacher is working to apply new learning to his/her practice, and is refining content knowledge and instructional approaches. Planning and implementation includes current research and new strategies. The focus of the classroom is on the acquisition and use of content knowledge. He/she involves students in active learning strategies on a regular basis, and looks at a variety of evidence to make decisions about next steps in instruction.

Teacher-Directed – The teacher relies on existing understandings about teaching and learning to guide his/her ongoing instructional practice. This teacher is an efficient manager of the classroom and maintains a focus on content acquisition. Procedures and requirements in the classroom are clear and understood by many students. He/she fulfills the responsibilities assigned to a teacher in the school, and works to make sure students who are engaged in learning have access to Kentucky’s Program of Studies, Core Content for Assessment and district or school curriculum.

Knowledge of Content

DESCRIPTIONS OF PRACTICE				
CONTINUUM of PRACTICE	LEARNING CENTERED/STUDENT-CENTERED ←		TRANSITIONAL	→ TEACHER- DIRECTED
Standard 1: Curriculum				
Reflect Before: What resources do you use to support your instructional planning and practice?				
<div>Criteria</div> <div><input type="checkbox"/> Content Depth and Breadth</div> <div><input type="checkbox"/> Interdisciplinary Connections</div> <div><input type="checkbox"/> Diversity</div> <div><input type="checkbox"/> Communication</div>	<ul style="list-style-type: none">• The teacher cohesively organizes and structures content knowledge challenging, motivating, guiding and empowering students to develop their own understandings, integration and meaningful application of content in real world situations. Students use their understandings to make decisions, solve problems, obtain information, and acquire new knowledge• The teacher engages students in purposeful authentic interdisciplinary experiences that lead students to make connections within and among disciplines and develop their own meaningful understanding of the content• The teacher and students co-construct learning activities as an integral part of the classroom integrating multicultural and global perspectives to deepen understanding of content and foster inquiry enabling students to examine their world from personal, community and various cultural perspectives.• The teacher fosters culturally sensitive communication and thoughtful responsive active listening among all students and uses a variety of effective verbal and non-verbal skills to engage each student in active inquiry, collaborative learning and self-expression to enrich learning opportunities and encourage each student to use a variety of communication skills to support and demonstrate their learning.	<ul style="list-style-type: none">• The teacher understands the structure of the content discipline and has a command of the current and critical concepts of the content area and their relationships to one another. The teacher uses these understandings to foster student thinking, reasoning and engagement with the content addressing any misconceptions resulting in understanding of the important concepts and principles/ generalizations of the discipline.• The teacher designs learning experiences that fuse important content from multiple disciplines to help students make connections within and among disciplines.• The teacher has a command of how individual children learn, construct knowledge, and acquire skills and a framework of cultural competence that guides understanding of the students’ families, cultures, and communities. The teacher and students use these understandings to create engaging learning experiences for students to explore content from their own perspectives and those of others.• The teacher uses verbal and non-verbal communication skills sensitive to cultural, disability, ethnic, and gender differences and uses a variety of effective verbal and non-verbal skills to promote active inquiry, responsive listening, self-expression, and learning encouraging each student to use a variety of communication skills to support and demonstrate their learning.	<ul style="list-style-type: none">• The teacher builds on state, district and school standards using his/her content knowledge and understanding of key concepts of the content area to communicate concepts, relationships and applications for student.• The teacher supports students in making interdisciplinary content connections by drawing on students’ prior knowledge and current learning.• The teacher understands how children learn, construct knowledge, and acquire skills and uses this knowledge to present content from multiple perspectives designing units and lessons that draw explicit connections between the content and students’ experiences.• The teacher uses verbal and non-verbal communication skills to convey ideas and information, to ask questions, to probe for understanding, to model thinking strategies, and encourage students to express their ideas.	<ul style="list-style-type: none">• The teacher uses his/her content knowledge and relies on the textbooks, Program of Studies, Core Content for Assessment and district/school curriculum materials to identify content to teach.• The teacher identifies for students and presents how the content applies to other disciplines making connections to students’ prior learning.• The teacher presents aspects of diversity in lessons recognizing that family, culture and community diversity, ethnicity, language, experiences, prior knowledge, learning preferences, challenges, interests, and talents influence learning.• The teacher uses verbal and non-verbal communication skills (i.e., reading, writing, speaking, listening, and technology) to support instruction in the classroom.

Instructional Design/ Planning

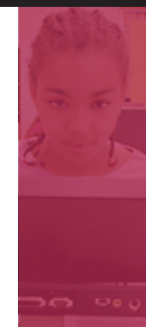
DESCRIPTIONS OF PRACTICE				
CONTINUUM of PRACTICE	LEARNING CENTERED/STUDENT-CENTERED ←		TRANSITIONAL	→ TEACHER- DIRECTED
Standard 1: Curriculum				
<input type="checkbox"/> Standards - Based Practice	<ul style="list-style-type: none">• The teacher uses content knowledge and current research to strategically design cohesive curriculum maps, standards-based courses, units, and purposeful lessons. He/she creates a conceptual framework for students around an organizing idea to connect students' prior knowledge and personal experiences with new information and skills to make content and interdisciplinary real-world connections, generate new knowledge, and develop understandings. The standards-based courses; units and lessons anchor students' attention on essential questions.	<ul style="list-style-type: none">• The teacher uses content knowledge, learning theory and materials that are varied and comprehensive to develop intentional curriculum maps, learning progressions, thematic and interdisciplinary standards-based courses, units and purposeful lessons. They require students to focus on important content and use higher-order thinking, demonstrate problem-solving skills and produce evidence of student learning through various products and performances. The standards-based courses, units and lessons focus students' attention on essential questions.	<ul style="list-style-type: none">• The teacher plans topical lessons and/ or discipline-based units using varied resources to address content standards that provide students the opportunity to learn critical concepts, skills, or processes drawing on student's prior knowledge, experiences and current learning.	<ul style="list-style-type: none">• The teacher plans, selects, or adapts topic-driven lessons and learning activities related to content standards (i.e., Kentucky Academic Expectations, Program of Studies, Kentucky Core Content for Assessment, Early Childhood Learning Indicators) based on school curriculum, textbooks, materials and other available resources.
<input type="checkbox"/> Communication	<ul style="list-style-type: none">• The teacher designs seamless opportunities for students to expand and use a variety of communication skills (e.g., reading, writing, speaking/conversations, listening, technology, non-verbal) to learn, demonstrate learning, make meaning of the world around them, and communicate ideas for authentic purposes to a variety of audiences.	<ul style="list-style-type: none">• The teacher purposefully designs regular opportunities for students to use communication skills (e.g., reading, writing, speaking/conversations, listening, technology, non-verbal) to learn, demonstrate learning, make meaning of the world around them and communicate ideas for authentic purposes for varied audiences.	<ul style="list-style-type: none">• The teacher designs lessons and units that have students using communication skills (e.g., reading, writing, listening, speaking, technology) to learn, and demonstrate learning.	<ul style="list-style-type: none">• The teacher incorporates reading, writing, listening, speaking, or technology activities as part of the lessons.
<input type="checkbox"/> Decision-making Strategies	<ul style="list-style-type: none">• The teacher makes strategic decisions about instruction based on Kentucky's Program of Studies, district/school curriculum and state testing data that drives continuous progress and developmentally appropriate practices challenging each student to be adaptable, flexible, resourceful, and creative in the active application of complex knowledge and higher-order thinking skills across disciplines.	<ul style="list-style-type: none">• The teacher makes purposeful decisions about instruction based on Kentucky's Program of Studies, district/school curriculum and state testing data that supports continuous progress, individual achievement, developmentally appropriate practices and challenges learners to actively apply knowledge, skills and higher-order thinking skills across disciplines.	<ul style="list-style-type: none">• The teacher makes decisions about instruction that are academically (e.g., Kentucky's Program of Studies, district/school curriculum, state testing data) and developmentally appropriate, communicate clear performance standards, high expectations, and engage students in problem solving.	<ul style="list-style-type: none">• The teacher makes decisions about instructional activities that are academically appropriate based on Kentucky's Program of Studies, district/school curriculum and state testing data.
<input type="checkbox"/> Responsive Teaching/ Learner Centered	<ul style="list-style-type: none">• The teacher designs instruction to target individual student's academic/physical/ social/emotional needs, broaden learning preferences and multiple intelligences, and develop a student's self-confidence and competence. The teacher and students create and extend learning experiences that blend the student's own cultural experiences and frames of reference and content, incorporating culturally relevant literature, art, music, primary source materials, examples, images, representations, artifacts, and traditions appropriate to the content.	<ul style="list-style-type: none">• The teacher designs instruction to support each student's academic/physical/ social/emotional needs, self-confidence addressing different learning preferences, multiple intelligences, and performance modes. The teacher creates learning experiences that draw from each student's cultural experiences and frames of reference incorporating culturally relevant literature, art, music, primary source materials, examples, images, representations, artifacts, and traditions appropriate to the content.	<ul style="list-style-type: none">• The teacher plans instruction making provisions for students' academic/physical/ social/ emotional needs (e.g., adjusting time for task completion, choice in tasks/assignments, demonstration of knowledge) and addressing a variety of learning preferences and multiple intelligences. The teacher includes intentional examples of connections between the content and students' experiences and includes selected culturally relevant literature, art, music, primary source materials, examples, images, representations, artifacts, and traditions appropriate to the content.	<ul style="list-style-type: none">• The teacher plans instruction recognizing students' academic/physical/ social/emotional needs, allowing for student choice of materials, and implements individual student learning plans as specified. The teacher includes selected culturally relevant literature, art, music, primary source materials, examples, images, representations, artifacts, and traditions appropriate to the content.

Linked to the Standards and Indicators for School Improvement

Standard 1: Curriculum

Instructional Design/ Planning

- Standards Based Practice
- Communication
- Decision-making Strategies
- Responsive Teaching/ Learner Centered



<p>Consider During: As you consider your curricular practice, make notes about the indicators above that are most like your practice.</p>	<p>Respond After: Having reflected on the curriculum standard, what did you find are your curricular strengths? What might you want to focus on more during professional learning? What could you do to bring the curriculum to your students more effectively and strategically?</p>
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**Standard 1:
Curriculum**

Instructional
Design/
Planning

- Standards Based Practice
- Communication
- Decision-making Strategies
- Responsive Teaching/
Learner Centered

Assessment/Communicate Results

DESCRIPTIONS OF PRACTICE					
CONTINUUM of PRACTICE	LEARNING CENTERED/STUDENT-CENTERED ←		TRANSITIONAL	→ TEACHER- DIRECTED	
Standard 2: Classroom Assessment					
Reflect Before: What types of assessments are most useful to you in obtaining evidence of student learning and guiding your instructional practice? What are the ways in which you use these assessments in your classroom?					
<div>❑ Design/Planning</div> <div>*Note See Also Professional Leadership</div>	<ul style="list-style-type: none">The teacher gathers, analyzes, and interprets evidence of and for individual student learning through a system of continuous (daily/weekly) assessment strategies that includes constant observation of students working and learning and checking for understanding, standards-based assessments, and analysis of student work. The teacher promotes self-assessment and reflection through conversations with students about their learning, progress, quality of their work, and strategies for improvement. The teacher fosters students' self-assessment and peer assessment of progress toward the learning progressions and expectations.	<ul style="list-style-type: none">The teacher gathers and analyzes selected evidence of and for individual student learning through a continuum (informal to formal, formative to summative, simple to complex, selected response to open-response) of assessment strategies that include observations of individual student's work and skills, standards-based assessments, student work, and conferences with students about their progress. The teacher involves students in self-assessment and peer assessment of their progress toward the expectations. The teacher maintains and the student contributes to a collection of student work (e.g., running record, profile, portfolio, working folder) to provide evidence of student progress.	<ul style="list-style-type: none">The teacher selects or designs and uses a variety of assessment strategies (e.g., observations, class work, content focused questions, tests or assignments) aligned with state, school, or district content standards during or at the end of a lesson and unit to report and evaluate student progress and mastery of content. He/she uses assessments appropriate for the assessing the standards.	<ul style="list-style-type: none">The teacher selects or designs assessments and uses observations, class work, content focused questions, tests or assignments linked with state, school, or district content standards to assess student performance at the end of a lesson or unit of instruction and report on student progress. The teacher relies on assessments from textbooks and programs as primary assessment strategies of learning.	
	<div>❑ Purpose</div>	<ul style="list-style-type: none">The teacher organizes assessments of student learning around significant real-life issues, problems, and questions anchored in the Program of Studies, Core Content for Assessment and school/district curriculum. Students are required to produce products/performances that demonstrate inquiry, higher-order thinking, problem solving, reflection, questioning, critical thinking, ownership over content and skills, and the use of tools that professionals and scholars use in their work (e.g., investigations, problem-based learning, questioning, research, independent studies). Student products are authentic, representing those found in real life. Students have choice in ways to communicate their solutions and demonstrate their learning.	<ul style="list-style-type: none">The teacher organizes assessments of student learning and for learning around real-life issues and problems requiring students to produce products/performances that demonstrate inquiry, higher-order thinking, problem solving, and reflection. Students have choices in ways to communicate their solutions and demonstrate their learning.	<ul style="list-style-type: none">The teacher selects or designs assessments requiring students to apply knowledge and communicate understanding of content standards, begin to link current learnings with prior knowledge and promote problem solving through product, performances or projects. The teacher assesses prior knowledge of the students at the beginning and periodically assesses new knowledge during a unit and lesson (e.g., K-W-L, class discussion, journal entries, webbing, anticipation guides, pre-tests).	<ul style="list-style-type: none">The teacher selects or designs assessments requiring students to recall knowledge and apply knowledge and skills through products, performances or projects. The teacher asks students what they know about selected content at the beginning of a lesson (e.g., K-W-L, class discussion, journal entries, webbing).
	<div>❑ Expectations</div>	<ul style="list-style-type: none">The teacher and students are partners in developing clear content, performance and product expectations and scoring guides describing what quality performance looks like so that expectations are understood and there is a shared vocabulary to discuss student work, evaluate student products/performances and evaluate the progress of student learning. The teacher and students provide multiple models of student work that exemplify the standards through a collection of student work (e.g., running record, profile, portfolio, working folder).	<ul style="list-style-type: none">The teacher communicates clear content, performance, and product expectations in student friendly, age-appropriate language through the use of scoring guides and models describing what quality performance looks like so that expectations are understood and providing the student with strategies for improvement. Students contribute to development of the expectations. The teacher and students have a shared understanding of the goals for learning and a shared vocabulary for discussing student work and learning.	<ul style="list-style-type: none">The teacher shares content and performance expectations with students providing scoring guides and models so students will understand distinctions between levels of performance, know how their tests, projects and performances will be evaluated, and progress reported. The standards, scoring guides and models communicate the essential characteristics of quality work.	<ul style="list-style-type: none">The teacher shares content and performance expectations with students for major tests, tasks, projects, and performances so students know how they will be evaluated.

<div>Linked to the Standards and Indicators for School Improvement</div> <div>Standard 2: Classroom Assessment</div> <div>Analysis/Feedback</div> <div>Teacher</div> <div>Student</div> <div>Reflect/Evaluation Teaching and Learning</div> <div>Gathering Evidence/Data</div> <div>Analysis of Practice</div> <div>Application</div>	Analysis/ Feedback				
	DESCRIPTIONS OF PRACTICE				
	CONTINUUM of PRACTICE	LEARNING CENTERED/STUDENT-CENTERED ←		TRANSITIONAL	→ TEACHER- DIRECTED
	Standard 2: Classroom Assessment				
	<div>Teacher</div> <div>Student</div>	<ul style="list-style-type: none">The teacher uses results of continuous assessment as a catalyst for diagnosing individual student needs and to craft and adjust instruction and assessments. The teacher also uses the results to provide explicit, focused, meaningful, and timely feedback to each student to foster and affirm understanding of content and performance standards, clear up misconceptions, and reinforce learning.Students make informed decisions about their learning, set personal goals and next steps for achieving their goals.	<ul style="list-style-type: none">The teacher uses results of continuous assessment to provide insightful feedback related to the content and expected performance standards to each student, to report on the progress of the student's learning, to identify and diagnose instructional needs, and to understand how each child learns, what each student knows and is able to do in order to match instruction to the student.The teacher allows students to make adjustments and resubmit work based on feedback from the teacher, peers and self-assessment in order for students to make progress on meeting the standards.	<ul style="list-style-type: none">The teacher uses results of multiple assessments (formal and informal) to report the progress of individual student learning, modify instruction, enhance his/her understanding of the class as learners, make intentional decisions about grouping and regrouping students, and provide useful feedback related to the standards to students and parents.The teacher makes suggestions, provides guidance and may make individual contracts with students to improve future performance.	<ul style="list-style-type: none">The teacher uses results of observations, tests, performances, projects/products, and assignments to periodically group and regroup students, assign grades, report student achievement and conduct parent conferences.The teacher makes suggestions on how students can improve their future performance.
	Reflect/Evaluation Teaching and Learning				
	<div>Gathering Evidence/Data</div> <div>Analysis of Practice</div> <div>Application</div>	<ul style="list-style-type: none">The teacher views himself/herself as a decision maker about the effects and influence of his/her choices on student learning frequently gathering, analyzing, and summarizing evidence about the quality of his/her own practice through observation and results of others teaching and learning processes, action research, examination of teacher and student products, annotations on lesson plans, formal and informal assessments, and consultation with families, teachers, students and others.The teacher independently and/or collaboratively integrates the evidence, analyzes and reflects on the quality and effectiveness of instructional decisions to understand what each student has learned, how a student applies and integrates knowledge and makes connections, any misconceptions the student has, what strategies are successful and not successful with the student and what research says about teaching and learning.The teacher modifies the curriculum, assessment and instruction and re-designs standards-based courses, units, lessons and interventions based on the critical examination of the complex interactions of student learning, culture and context and the choices about their practice.	<ul style="list-style-type: none">The teacher views himself/herself as a decision maker about instructional choices and their effect on achieving the student learning standards of the course, units and lessons. The teacher regularly gathers evidence about the quality of his/her own practice through examination of student and teacher products, formal and informal assessment, and consultation with families, teachers, students, and others.The teacher examines the effectiveness of practice and the school/class and cultural context of teaching and learning to assess what strategies are successful and not successful with the student and the impact of his/her unit and lesson plans on individual student performance.The teacher modifies (e.g., revises timeframes, re-teaches concepts and skills, redesigns assessments and products) standards-based units, lessons, and interventions to meet the needs of the class and individual students.	<ul style="list-style-type: none">The teacher regularly gathers evidence about the quality of his/her own practice through teacher and student products, formal and informal assessments and feedback from students and their families.The teacher reviews instructional decisions (curriculum, materials, resources, instructional strategies) asking questions (e.g. Do students know and understand a concept? Does their work reflect the content taught? Is reteaching needed?) to determine the overall effectiveness of the lessons.The teacher uses results of reflection to determine need for re-teaching using different strategies (e.g. assessment, communication, instructional management) or different resources.	<ul style="list-style-type: none">The teacher gathers evidence of his/her own practice through student work (e.g., quizzes, daily assignments, class discussions, student products, tests).The teacher reviews the lessons and materials asking questions about alternative ways to teach the content, better ways to manage the time and materials, and how to motivate students and to determine the effectiveness (e.g., use of time, usefulness of materials, student reaction) of the lesson.The teacher makes different choices in curriculum materials or procedures (e.g., length of time for activity, type of activity, and exit slips) when overall results are unsatisfactory.
	Consider During: As you consider your assessment practices, make notes about the indicators above that are most like your practice.			Respond After: Having reflected on the classroom assessment standard, what did you find are your assessment strengths? What might you want to focus on more during professional learning? How could you use assessment to respond more effectively to your students' instructional needs?	
	Kentucky Department of Education Draft 6/6/2007				

Implement/Manage Instruction

DESCRIPTIONS OF PRACTICE				
CONTINUUM of PRACTICE	LEARNING CENTERED/STUDENT-CENTERED ←		TRANSITIONAL	→ TEACHER- DIRECTED
Standard 3: Instruction				
Reflect Before: What instructional approaches do you use in your classroom that you consider to be effective? How do these instructional approaches support student learning?				
<input type="checkbox"/> Teacher’s Role	<ul style="list-style-type: none">Students are immersed in relevant planned standards-based learning experiences that address significant/essential course, unit and lesson questions designed to engage the students as workers, investigators and problem solvers. The teacher facilitates as students apply the content in authentic and meaningful ways requiring students to use critical, creative, and higher-order thinking skills. These learning experiences provoke students to generate new ideas, meanings and knowledge.	<ul style="list-style-type: none">The teacher facilitates relevant planned standards-based learning experiences that address course, unit and/or lesson guiding questions designed to engage the students as problem solvers; requiring the students to use the content to answer the questions and apply the content in authentic meaningful ways. The teacher provides students with choices to communicate or present their learnings.	<ul style="list-style-type: none">The teacher directs students in standards-based learning activities that require students to use prior knowledge, experiences and current learnings to complete tasks, define products, or performances (e.g., worksheets using manipulatives, answering questions in textbooks, categorizing, illustrating).	<ul style="list-style-type: none">The teacher instructs students based on related textbook and/or topic-driven lessons and teacher-directed learning activities focusing on coverage of content.
<input type="checkbox"/> Rigor and Relevance	<ul style="list-style-type: none">The teacher challenges students to manage difficult content by having students work with difficult text, interacting ideas, dilemmas requiring students to define problems, conduct inquiry, take positions, examine multiple meanings, and interact with personally and emotionally challenging concepts applied to their life and the world in which they live.	<ul style="list-style-type: none">The teacher guides students in their examination of difficult content by having students work with difficult text, identify problems, take positions, justify their thinking, and use inquiry skills to develop students’ understanding of how they can use content to explore important issues in their lives and the world in which they live.	<ul style="list-style-type: none">The teacher supports students as they examine problems, interact with difficult content, taking responsibility for clarifying the meaning of difficult ideas, principles, and concepts, and making explicit connections to students’ experiences and the world in which they live.	<ul style="list-style-type: none">The teacher instructs students as they work with content and use reading, writing, and speaking skills to restate or recall the content.
<input type="checkbox"/> Repertoire of Strategies	<ul style="list-style-type: none">The teacher strategically matches and adjusts research-based teaching and learning strategies intentionally matched to the goals set for learning in the course, units and lessons and to the individual student learning styles and needs. The students select and strategically use a range of effective strategies to learn and demonstrate learning adjusting their choices to increase their understanding and efficiency of learning. The teacher and students are the facilitators, audience and instructors. The school day is extended as students use homework as an opportunity to deepen their understanding, independently pursue investigations, and continue to engage in solving problems.	<ul style="list-style-type: none">The teacher matches teaching strategies to the content and the learning styles and needs of individual students, selecting strategies that support and scaffold learning, develop higher-order thinking skills, develop a student’s ability to collect, organize, manage communicate information, and apply content guiding students to master content and skills targeted in the course, units and lessons. Students construct their understanding of content using multiple representations (linguistic and non-linguistic) of ideas, concepts, processes, and applications. Students work in a variety of ways (e.g., whole group, small group, collaborative groups, peer partners, learning centers). The teacher identifies and articulates to students and parents multiple purposes of homework including preparation for new skills and content, practice familiar content, and independent study.	<ul style="list-style-type: none">The teacher instructs students intentionally using varied strategies that assist students in acquiring, organizing, retrieving, managing and using content knowledge, skills and processes increasing opportunities for inductive reasoning and inquiry. The teacher intentionally includes strategies that address multiple intelligences and learning styles of students in the class. Homework is assigned to complete class work and practice skills and concepts introduced in class.	<ul style="list-style-type: none">The teacher instructs students on acquiring or recalling knowledge and skills relying on convergent thinking and learning activities, drill and practice of skills, worksheets, lectures, class discussion, and presentations, incorporating individual and whole group work and assigning homework that reinforces classroom learning. The teacher selectively includes strategies that address more than one intelligence or styles of learning for whole class instruction.

Linked to the Standards and Indicators for School Improvement

Standard 3: Instruction

Implement/Manage Instructions

- Teacher’s Role
- Rigor and Relevance
- Repertoire of Strategies

Implementation of Technology

DESCRIPTIONS OF PRACTICE				
CONTINUUM of PRACTICE	LEARNING CENTERED/STUDENT-CENTERED ← ————— TRANSITIONAL ————— → TEACHER- DIRECTED			
Standard 3: Instruction				
<div><input type="checkbox"/> Use</div> <div><input type="checkbox"/> Access</div> <div><input type="checkbox"/> Planning</div>	<ul style="list-style-type: none">• Students effectively use and evaluate a variety of technology to assess, support and extend their learning, construct meaning, increase their productivity, and create products for various purposes, audiences, and situations.• The teacher strategically supports individual student’s full access to the curriculum and future learning through a comprehensive use of technology in and beyond the classroom.• The teacher strategically and consistently designs courses, units and lessons effectively integrating a variety of technology to foster active inquiry. The teacher uses multiple applications of technology to enhance professional productivity and student learning.	<ul style="list-style-type: none">• The teacher supports students in making choices about the use of a variety of technologies to create products for various purposes, audiences, and situations.• The teacher strategically supports individual students’ full access to the curriculum through a variety of technology in the classroom and school.• The teacher improves professional productivity by designing courses, units and lessons effectively integrating a variety of technology requiring students to use higher-order thinking and problem-solving skills. The teacher uses technology to communicate with students, parents, colleagues and others about student learning.	<ul style="list-style-type: none">• The teacher engages students with technology to access information, create products, and manage and present data to enhance student learning.• The teacher supports students in accessing the curriculum by using technology to accommodate widely varied student learning needs.• The teacher designs and accesses lessons that integrate technology, creates multiple assessments, monitors student progress and uses technology to communicate and maintain student records.	<ul style="list-style-type: none">• The teacher engages students in the use of basic technologies, programs and applications in a legal and ethical manner to support student learning.• The teacher provides students with technology necessary to access the curriculum and support student learning as reflected in individual learning plans.• The teacher uses basic technologies, including word processing, electronic mail, Internet, and tools for maintaining records to enhance professional productivity
Consider During: As you consider your instructional practices, make notes about the indicators above that are most like your practice.			Respond After: Having reflected on the instruction standard, what did you find are your instructional strengths? What might you want to focus on more during professional learning? How could you change your instruction to provide more access to learning for all of your students?	

Standard 3:
Instruction

Implementation
of Technology

- Use
- Access
- Planning

Learning Environment – School Culture

DESCRIPTIONS OF PRACTICE				
CONTINUUM of PRACTICE	LEARNING CENTERED/STUDENT-CENTERED ←		TRANSITIONAL	→ TEACHER- DIRECTED
Standard 4: Learning Environment – School Culture				
Reflect Before: Describe your classroom learning environment.				
<div><input type="checkbox"/> Ownership</div> <div><input type="checkbox"/> Relationships</div> <div><input type="checkbox"/> Management of Physical Space and Resources</div> <div><input type="checkbox"/> Recognizing Quality Student Work</div>	<ul style="list-style-type: none">Students take responsibility for their own learning - making decisions about areas of investigation, resources, demonstrations of learning, strategies, and grouping. They extend learning experiences in and beyond the classroom asking questions pursuing problems and issues that are meaningful to the student.Teachers and students develop an inclusive learning community fostering mutual respect in their interactions cooperation and support for each other’s learning and for ideas, questions and contributions. They accept and value diversity in themselves and others and view themselves as accomplished learners. The teacher fosters active participation and inquiry of each student in discussions, investigations, projects, tasks, reflection and self-assessment. The teacher and students co-construct classroom rules and routines that support student achievement and the community of learners.The teachers and students collaborate to determine the most effective and appropriate use of the space, materials, activities, and time in the classroom making sure that they are accessible to each student. The teacher and students use time effectively to provide active and equitable engagement of each student in productive tasks.The students select and display their original work understanding how it evidences content and performance expectations reflective of quality performance. The teacher uses exhibitions or showcases of student work to recognize significant achievement of each student in addressing targeted standards, skills and processes.	<ul style="list-style-type: none">The teacher guides students to actively make informed decisions about areas of investigation, resources, and demonstrations of learning making connections to the student’s personal interests and experiences.Teachers and students demonstrate mutual respect and cooperation with one another in a manner that acknowledges individual differences and encourages active participation of all students in classroom activities. They co-construct classroom rules and routines consistent with school polices building a learning community supportive of student learning and success.The teacher discusses, promotes, and guides student management of the space, materials and activities in the classroom. The teacher maximizes class time allowing for student engagement in productive tasks.The teacher guides students in selecting and displaying quality student work that evidences content and performance standards to provide multiple models of quality student work, to recognize student learning and achievement, and to value student efforts and accomplishments.	<ul style="list-style-type: none">The teacher periodically asks students to make choices about areas of investigation, products or projects and materials.Teachers and students interact respectfully co-constructing classroom rules and routines consistent with school policies. They develop shared expectations for student interactions, classroom discussions, and individual and group responsibilities to establish a positive classroom climate supportive of learning.The teacher manages the physical space, materials, and activities in classroom inviting student input.The teacher displays selected student work in the classroom that reflects content or performance standards to provide selected models of student work and to provide recognition of student achievement.	<ul style="list-style-type: none">The teacher makes instructional decisions, gives directions, and delivers information in his/her preferred mode.The teacher manages social and academic interactions in the classroom, implementing classroom rules consistent with school policies.The teacher manages the use of physical space and materials in the classroom.The teacher selects and displays student work in the classroom.
Consider During: As you consider the descriptors of classroom learning environment, make notes about those that are most like your practice.			Respond After: Having reflected on the classroom learning environment standard, what did you find are the strengths of your classroom environment? What might you want to focus on more during professional learning? How could you continue to build an environment that promotes a rich culture of learning for all of your students?	

DESCRIPTIONS OF PRACTICE				
CONTINUUM of PRACTICE	LEARNING CENTERED/STUDENT-CENTERED ←		TRANSITIONAL	→ TEACHER- DIRECTED
Standard 5: Collaboration				
Reflect Before: Describe your experiences working with others inside and outside your school building to help you continue to develop the quality of your own teaching. How do these collaborative experiences contribute to the quality of student performance?				
<input type="checkbox"/> Meeting Needs	<ul style="list-style-type: none">The teacher actively shares information and participates in ongoing dialogue with school colleagues, families, and community agencies and institutions of higher education to form a collaborative network of services supporting an individual student's social, emotional, physical, and learning needs.	<ul style="list-style-type: none">The teacher regularly shares information (e.g., phone conversations, e-mail, student support team meeting, written communications) with school colleagues, families, and community agencies and institutions of higher education to support implementation of services and to meet an individual student's social, emotional, physical, and learning needs.	<ul style="list-style-type: none">The teacher communicates with school colleagues and families, collaborating as requested, to support implementation of services to meet an individual student's social, emotional, physical, and learning needs.	<ul style="list-style-type: none">The teacher recognizes student social, emotional, physical, or learning needs and refers students to others for services implementing individual student learning plans as specified.
<input type="checkbox"/> Family Engagement	<ul style="list-style-type: none">The teacher, student and family have meaningful conversations and communications with each other sharing expectations, evaluating student progress, examining student work and developing inter-active partnerships involving the family (e.g. classroom volunteer, SBDM committees, assisting instruction, lead special activities, classroom tutoring, mentor, coach, volunteer committees) and student (e.g., writing strategies, reading, mathematics, ESS, service learning projects, STLP, academic and athletic teams, extra-curricular activities) in school activities and in focused activities to help their child learn and be involved in school.	<ul style="list-style-type: none">The teacher has meaningful conversations with each child's family to share expectations, discuss individual student progress, examine student work, and to develop a partnership to help the child learn.	<ul style="list-style-type: none">The teacher regularly communicates with families (e.g., class newsletter, phone calls, e-mail, parent-student conferences, family night) providing ideas on how families can help children learn, and reports progress of individual children's achievement.	<ul style="list-style-type: none">The teacher communicates with parents (e.g. parent conference days, agenda books, writes narrative comments on individual child progress reports, responds to parent initiated calls, sends home completed student work, permission slips) to share information on individual student achievement and to accomplish the teacher's classroom goals.
<input type="checkbox"/> Partnerships	<ul style="list-style-type: none">The teacher co-constructs with school colleagues, families and community partners authentic thematic, integrated or interdisciplinary learning experiences, projects and programs fostering student connections with the curriculum, citizenship within the community and success for each student. The teacher and partners evaluate the effectiveness of collaborative efforts, the impact on student learning and future directions.	<ul style="list-style-type: none">The teacher establishes partnerships with colleagues across disciplines on a regular basis to design and implement authentic, integrated/interdisciplinary learning experiences, projects and programs fostering student connections within and across the curriculum and success for each student. The teacher and colleagues evaluate their work and plan for continued improvement.	<ul style="list-style-type: none">The teacher seeks ideas, support and feedback from colleagues and/or families about classroom instruction, projects, assessments, and ways to improve student performance.	<ul style="list-style-type: none">The teacher works on school-initiated activities with colleagues to design and implement school plans, instructional experiences, projects, and curriculum documents.
<input type="checkbox"/> Resources	<ul style="list-style-type: none">The teacher collaborates with students, families and community members with differing perspectives to engage students in applying content knowledge and concepts to examine issues and solve problems relevant to the individual student, school, community, and world.	<ul style="list-style-type: none">The teacher involves families, community members, and community resources that present differing perspectives, social and cultural backgrounds to honor individual differences, to provide an instructional context and to enhance student learning.	<ul style="list-style-type: none">The teacher invites families, school or community members to share their diverse expertise and social/cultural perspectives with students to support the curriculum.	<ul style="list-style-type: none">The teacher identifies and uses school, family, and community resources to support instruction and student learning.
Consider During: As you consider the descriptions of effective collaboration, make notes about those that are most like your practice.			Respond After: Having reflected on the collaboration standard, what did you find are your collaborative strengths? What might you want to focus on more during professional learning? How could you continue to build relationships in your work that would support the continuous progress of your practice?	

Professional Development

DESCRIPTIONS OF PRACTICE				
CONTINUUM of PRACTICE	LEARNING CENTERED/STUDENT-CENTERED ←		TRANSITIONAL	→ TEACHER- DIRECTED
Standard 6: Professional Development				
Reflect Before: How has professional development been a part of your ongoing learning? How do you make decisions about the kinds of professional development experiences that will best meet your needs?				
<div><input type="checkbox"/> Learning Needs</div> <div><input type="checkbox"/> Individual Professional Growth</div> <div><input type="checkbox"/> Engagement</div> <div>Note: See also Reflection</div>	<ul style="list-style-type: none">The teacher is a lifelong student of his/her craft using evidence gathered, analyzed, and evaluated during reflection on the quality of his/her own practice to refine skills, direct his/her own professional development and search out continuous opportunities to cultivate own learning (annotating lesson plans or keeping a reflective journal).The teacher self-assesses his/her own expertise taking responsibility for own professional growth and development to reinvigorate his/her practice. The teacher views his/her growth plan as an opportunity to document priorities clearly reflecting personal goals for student learning and the work of the school including the comprehensive school and district plans.The teacher is an active member of professional learning communities in job-embedded varied, ongoing, and sustained professional learning (i.e., action research, study groups, online/collegial support networks, mentoring, coaching, modeling, demonstration, feedback, reflection, peer review, collaborative problem-solving, analysis of student work) to expand and deepen content knowledge, current research, knowledge of the cultures of their classroom, school and community, and instructional strategies. Shares their learnings with others.	<ul style="list-style-type: none">The teacher continually assesses the impact of his/her practices on student learning, using evidence gathered, analyzed, and evaluated during reflection and identifies professional learning needs based on interest and connection to the school's plan and student learning.The teacher co-constructs with peers, mentors and/or evaluator and implements an individual professional growth plan based on school needs, teacher needs and those of his/her students revising the plan as professional learning and student needs change.The teacher participates actively in ongoing job-embedded professional learning experiences (e.g. study groups, Kentucky Reading Project, teacher academies, analysis of student work, writing project, collaborative teaching), and seeks involvement in professional organizations to improve instruction and student learning.	<ul style="list-style-type: none">The teacher reviews the quality of his/her practice using evidence gathered during reflection and identifies professional learning needs that support the comprehensive school or district improvement plan, other school plans, and own interests.The teacher develops an individual professional growth plan with his/her evaluator based on interests, current research, perceived needs, reflection, and the comprehensive school and district improvement plan.The teacher attends conferences and other professional development opportunities and subscribes to professional journals and organizations, and applies strategies gained during professional learning to improve instruction.	<ul style="list-style-type: none">The teacher connects his/her professional development needs to the comprehensive school or district improvement plan based on feedback from others or specific interests.The teacher develops an individual professional growth plan with his/her evaluator based on opportunities identified by the comprehensive school and district improvement plan and interests.The teacher attends professional development that fulfills state, district and school requirements.
Consider During: As you consider your professional development practices, make notes about the indicators above that are most like your practice.			Respond After: Having reflected on the professional development standard, what did you find are your learning strengths? What might you want to be more intentional about concerning your own ongoing learning? How will your practice benefit as you continue to develop your own professional learning approaches?	

Professional Leadership

DESCRIPTIONS OF PRACTICE				
CONTINUUM of PRACTICE	LEARNING CENTERED/STUDENT-CENTERED ←		TRANSITIONAL	→ TEACHER- DIRECTED
Standard 7: Professional Leadership				
Reflect Before: Why is it important for teachers to assume a professional leadership role in their community?				
<div><input type="checkbox"/> Curriculum, Assessment and Instruction</div> <div><input type="checkbox"/> Analysis of Student Work and Data</div> <div><input type="checkbox"/> Relationships</div> <div><input type="checkbox"/> Policy</div>	<ul style="list-style-type: none">• The teacher assumes leadership in developing and implementing curricular and instructional initiatives, projects and plans focused on student learning, multiple assessment strategies and acts as a mentor by modeling lessons, providing one-on-one coaching and assisting colleagues in refining and expanding their practices.• The teacher regularly meets with and takes turns leading a group of colleagues to analyze student work and multiple forms of student assessment data for a variety of purposes which include: modifying instruction, assessment and curriculum, reaching common understanding about the meaning of content and performance standards, and has a better understanding of the nature of student thinking, learning and application of skills.• The teacher develops professional relationships with community partners, school and district staff, family members and professional colleagues for the purpose of creating an effective learning community and addressing school community issues.• The teacher takes on leadership roles working to improve the profession and promote leadership in others by participating in mission, vision, beliefs, and policy development within the school, district, community, and professional organizations. The mission, vision, beliefs, and policies anchor all decision-making.	<ul style="list-style-type: none">• The teacher is an effective team member in the development and implementation of school-wide initiatives, projects, plans and/or materials, curriculum, and multiple assessment strategies focused on student learning.• The teacher meets regularly with colleagues to use a formalized process (e.g. protocols) for analyzing student work, multiple forms of student assessment data, and classroom practice. As a member of a collegial group the teacher seeks to reach a common understanding about the meaning of content and student performance levels.• The teacher develops professional relationships with community partners, school and district staff, family members and professional colleagues for the purpose of improving student learning and a responsive school culture.• The teacher works in a leadership role with colleagues on mission, vision, beliefs, and policy development within the school, district, and/or professional organizations and uses these to anchor instructional decisions.	<ul style="list-style-type: none">• The teacher seeks out and shares materials, curriculum, assessment and instructional strategies, projects and programs with colleagues in order to improve student achievement.• The teacher seeks input from colleagues about students' work and other student assessment data (e.g., KCCT, ACT, Explore Plan, writing portfolio, classroom assessments, KELP, student progress reports). Alone, or with colleagues the teacher identifies errors and misunderstandings of the class or of individual students. The teacher seeks suggestions from others about the ways to improve instruction and assessment and/or modify the curriculum in order to improve student learning.• The teacher develops professional relationships with school and district staff, family members, and professional colleagues for the purpose of improving student achievement.• The teacher works with colleagues in policy development within the school, is aware of district policies that impact the school and communicates the school's mission, beliefs, and vision.	<ul style="list-style-type: none">• The teacher participates in the selection of new curricula and instructional resources.• The teacher, working alone, analyzes student work for common errors and misunderstandings, then modifies curriculum and instruction to address identified problem areas. The teacher reflects on individual student weaknesses and strengths and ways to meet student needs.• The teacher develops professional relationships with other teachers and staff members in order to maintain an efficient school culture.• The teacher is aware of the school's mission, vision and beliefs and provides feedback to colleagues who design policy within the school.
Consider During: As you consider the professional leadership standard, make notes about the indicators above that are most like your practice.			Respond After: Having reflected on the professional leadership standard, what did you find are your strengths as a leader in your community? What might you want to take a more active role in leading and supporting? How would an increased leadership role in your community provide an increased sense of empowerment and efficacy in your practice?	

Standard 7: Professional Leadership

Professional Leadership

- Curriculum, Assessment and Instruction
- Analysis of Student Work and Data
- Relationships
- Policy